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AUTHOR Smith, Allie Evelyn
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ABSTRACT

Focusing on traditional African families, villages, and cultures, this teaching guide presents objectives, activities, resources, and evaluation suggestions for use in grade one social studies African area programs. The instructional guide is a product of a summer workshop for teachers on African curriculum development. It is intended as the basis of a six-week minicourse. Objectives are to help pupils better understand Africa, Africans, and the impact of culture change over time. Thirteen units of study focus on a variety of topics including education in Sierra Leone, game reserves in East Africa, story telling in West Africa, folktales, urban and rural life styles, food preparation, and tie dyeing. Students are involved in many activities, including answering questions, drawing and analyzing pictures, making bulletin boards, dramatizing folk stories, preparing food for an African meal, modeling clay figures, and writing letters to African children. For each lesson, information is presented on objectives, basic skills, materials, time required, activities, and evaluation. Additional background resources (books, films, audiovisual aids, maps, and charts) are suggested for teachers and pupils. (DB)

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"INSTRUCTIONAL MATERIALS ON AFRICA FOR PRIMARY GRADES"

An Instructional Unit for Grade One

by

Allie Evelyn Smith
Duval Elementary School
Fort Smith, Arkansas

This teaching unit on Africa was developed as part of an interdisciplinary workshop project in African curriculum development held on the University of Illinois' Urbana-Champaign campus in the summer of 1978. The workshop project, which was funded by the National Endowment for the Humanities, was carried out from 1977-80 and was integrated into an ongoing program of outreach services offered to teachers nationwide. For further information on teaching aids available through outreach services, contact:

Outreach Director
African Studies Program
1208 West California,#101
Urbana, Illinois 61801

SP012 684

Preparation for My Instruction Materials - Elementary Grades

1. Preface Statement:

As a first grade teacher of Afro-American students it was my purpose to come to the African Studies Program workshop to learn more about Africa and Africans, the physical environment of Africa, the diversity in ethnic groups and environment, and the impact of culture change over time. It is my desire to prepare instructional materials to introduce Africa and its people to first grade children. I have improved my understanding of Africa and Africa's people and I shall develop instructional materials for my first grade children in the Fort Smith school system.

2. Grade Level and Course:

First grade Social Studies Communication at the beginning of the second semester in January for a six week period, three days a week--Monday, Wednesday, and Friday for an hour each day.

3. Instructional Objectives:

A. Concepts

1. Culture

a. How and where people lived in traditional African families and villages.

2. Culture change

a. How and where people of Africa live today in modern African families and cities.

3. Where people of Africa live

a. Rural and urban

b. How African people make their living (agriculture, herding, fishing).

4. The education of the African children (types and means).

5. The physical environment of Africa

a. Tropical rain forest

b. Desert

c. Savanna grasslands

d. Mountains

e. Natural resources

6. Expectations of the African people.

7. Commonalities and diversity in Africa and among Africans.

B. Basic Skills:

1. Using printed and audio-visual materials to develop an accurate understanding of Africa's people and the continent of Africa.

2. Learning to avoid over-generalizations about Africa, such as "All Africans."

3. Learning to avoid the "Tarzan-Jungle" stereotypes.

4. Materials I Plan to Use to Achieve My Instructional Objectives:

Books for Teacher Background:

Bleeker, Sonia. The Zulu of South Africa. Illustrations by Kisa N. Sasaki. New York: William Morrow and Company, 1970.

Bohannan, Paul and Curtin, Philip. Africa and Africans. New York: The Natural History Press, 1971.

Cole, Robert Wellesley. Kossoh Town Boy. Cambridge: The University Press, 1960.

Courlander, Harold. The Son of the Leopard. New York: Crown Publishers, 1974.

Dietz, Betty and Olatunji, Michael. Musical Instruments of Africa. New York: The John Day Company, 1965.

Kerina, Jane. African Crafts. New York: The Lion Press, 1970.

Laye, Camara. The Dark Child. New York: Farrar Straus and Giroux, 1954.

Leppert, Ella C. Sub-Saharan Africa: A Cultural Area. Teacher and Student Manual, 396 pp. Urbana, IL.: Social Science Curriculum Study Center, University of Illinois, 1967.

Minor, Ed and Frye, Harvey R. Techniques for Producing Visual Instructional Media. New York: McGraw Hill, 1977. Explains how to produce inexpensive visual instructional materials.

Minor, Ed. Preparing Visual Instructional Materials. New York: McGraw Hill Book Company, 1962. Explains how to make visual materials written in very simplified form.

Maps and Charts: (need to check updated materials in local schools)

Audio-Visual Aids: (films, slides, filmstrips, records, pictures)

Films: (The films from the African Studies Program are available free of charge from African Studies Program, University of Illinois, 1206 W. California, Urbana, IL 61801)

Family of the City. 11 min., color. Two young boys from a family in Nairobi, Kenya explore the city, the market and Nairobi International Airport. 1971. Available from the African Studies Program.

Benin Kingship Rituals. 30 min., color. Detailed sequences of rituals for Oba of Benin during Igwe Festival. Taken in the Mid-West State of Nigeria in 1962. Available from the African Studies Program.

Anansi the Spider. 11 min., color. An adventurous tale about how Anansi, the folklore hero of Ghana, becomes responsible for placing the moon in the sky. Available from the African Studies Program.

Fishing on the Niger. 18 min., color. A description of the commercial fishing on the Niger. University of Illinois Visual Aids Center, Champaign, IL 61820. Rental charge: $8.50.

Daily Life of the Bozo People. 15 min., color. Shows the daily life of the Bozo of Mali who live near the Niger River. Featured are daily activities of women preparing food. Visual Aids Center, University of Illinois, Champaign, IL 61820. Rental charge: $7.90.

Slide sets:

"African Ecology," 37 slides. A survey across Africa from Senegal on the west coast to Kenya on the east coast.

"Rice Farming in Sierra Leone," 54 slides. Upland farming with hand tools and mechanized swamp farming on a demonstration project.

"Cloth-making in Sierra Leone," 32 slides. Processes of making tie-dye and wax stamped designs.

All three slide sets are available for borrowing free of charge from the African Studies Program, University of Illinois, 1208 West California, Urbana, IL 61801.

Pictures:

Will prepare mounts on desert, tropical rain forest, savanna, villages,cities.

5. Selected Books for Children:

Bernheim, Marc and Evelyne. In Africa. New York: Atheneum, 1973. Photo story of life in West African villages and cities.

Bernheim, Marc and Evelyne. A Week in Aya's World: The Ivory Coast. New York: Crowell-Collier, 1969. Photo story of a girl's daily activities at home and in school.

Bernheim, Marc and Evelyne. The Drums Speak: The Story of Kofi, A Boy of West Africa. New York: Harcourt, Brace, Jovanovich, 1971. Photo story of daily life of a boy in villages in Ghana-Ivory Coast.

D'Amato, Janet and Alex. African Crafts for You to Make. New York: Messner, 1969. Directions for making clothing, jewelry, musical instruments, household and ritual objects from easily obtainable materials.

Elisafon, Eliot. Zaire: A Week in Joseph's World. New York: Crowell Collier Press, 1973. Photo story of a boy in Zaire, a large country in central Africa. It tells of Joseph's week in school and after school.

Feelings, Muriel. Swahili Counting Book. New York: Dial, 1971 10 Swahili numbers and drawings related to an East African context in which each might be used.

Garfield, Nancy. The Tuesday Elephant. New York: Crowell, 1968. The story of a Kamba boy in Kenya who befriends an elephant, set in a background of realistic village activities.

Lindgren, Asbid. Sia Lives on Kilimanjaro. New York: Macmillan, 1959. Photo story of a small Chagga girl's family life in Tanzania.

Nketia, J. H. Kwabena. Folk Songs of Ghana. Legon, University of Ghana, 1963. A book about customs and cultural groups. A good collection of songs, with English text.

Price, Christine. Talking Drums of Africa. New York: Scribner, 1973. Picture book about Ashanti and Yoruba drums, how they are made and occasions on which they are played.

Schloat, G. Warren. Duee: A Boy of Liberia. New York: Knopf, 1962. Story about daily life in a village.

Warren, Lee. The Dance of Africa: An Introduction. Englewood-Cliffs: Prentice-Hall, 1972. Different kinds of African dances and occasions when they are performed are described. Directions for learning four dances are included.

6. Activities:

- trip to East African game reserves
- picture drawing related to selected readings
- making a bulletin board of Ageh's day in a Freetown school
- modeling clay figures related to story telling time in West Africa
- picture drawing related to African folklore on the spider
- dramatization based on African folklore
- making paper mache masks
- activities related to making a living in an African fishing village
- food preparation for an African meal
- attempting to tie-dye
- writing a letter to an African child

LESSON PLANS

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LESSON #1 - Education of an African Child in Sierra Leone

Format For the Daily Lesson Plan

A. OBJECTIVES:

Concepts

- to introduce the children to Creole children in a Sierra Leone school

- to learn to identify similarities and differences in a day at school

B. IMPLEMENTATION:

Materials to be used

Read: "Ageh Goes to School" to the children. Excerpt from Kossoh Town Boy by Dr. Wellesley Cole. London: Cambridge University Press, 1960, pp. 114-121 in Social Studies III Sub-Saharan Africa: A Cultural Area. Urbana, Illinois: Social Science Curriculum Study Center, 1967, pp. 125-128.

Schools in East and West Africa. 49 slides. Urbana: African Studies Program.

Follow-up discussion of the story:

1. What did Ageh do in school?

2. Is this different from what you do in school?

3. Why? Why not?

4. Would you like to attend Ageh's school? Reasons? Why?

5. Who was his favorite teacher? Why?

C. ACTIVITIES:

Draw pictures of a day in Ageh's school for the bulletin board.

Show slides on African schools.

D. EVALUATION:

Did you like the story? Why?

Would you like to hear more stories about African boys and girls in school?

(Teacher will select stories about elementary school children that her students can read later in the year.)

Lesson #2 - Lesson Plan First Day: Read In Africa

This easy book shows the geographical structure of Africa, e.g. the deserts, the rain forest, plains and rivers. It portrays the sophisticated cities and the rural living of today. The method of agriculture is shown along with the beautiful animals of Africa.

1. Concepts to be taught:

   a. Students are introduced to the diversity between Africa cities and their cities.

2. Students can begin to relate the geography of Africa to that of the United States and their part of Arkansas.

3. Basic skills to be developed in the day's lesson.

   a. Critical evaluation through discussion.

   b. Introduction of Africa's vocabulary.

   c. Develop individual ideas through pictures.

   d. Evaluation and discussion of pictures by the class.

4. Materials to be used in the day's lesson: e.g. the book In Africa, crayons, pencils, and art paper.

   a. Activities for students, e.g. discussion, interpret data and art activity.

   b. Evaluation: What did we do best?
      What do we want to avoid?

LESSON #3 - Selected Slides to Introduce the Game Reserves of East Africa

Format For the Daily Lesson Plan

A. OBJECTIVES:

Concepts

1. Children learn about the variety and beauty of the African animals in their natural surroundings - the savanna grasslands of East Africa.

2. To have children consider the relative importance of land for people and/or to provide grazing areas for Africa's animals - elephants, etc. or - people and animals are in competition for living space in East Africa.

3. To show the relationships between the parks in Arkansas and Africa.

Basic Skills

1. Teach the diversity of animals in parks of Africa and the animals found in our state and national parks.

2. To show the beauty and density of the mountains and the savanna grasslands of East Africa.

3. To note that big animals are not found in the rain forest.

B. IMPLEMENTATION:

I shall achieve my objective by using the slides as audiovisual aid, through inquiry and discussion sample questions. Where are the animals in Africa? Who is the man we saw at the gate of the park? Do you think that we should use the land for the people or the animals?

Materials to be used in the day's lesson:

"African Ecology," slide set available from African Studies Program, University of Illinois.

tempra paint, art paper, pencils

C. ACTIVITIES FOR STUDENTS:

e.g., taking part in the discussion, listening to the teacher as she gives the background of each slide, painting pictures of various animals in the parks.

D. EVALUATION:

Did the children see that the animals of Africa live in savanna grasslands rather than in "Tarzan type jungles"?

Did the children enjoy the slides?

LESSON #4 - Counting as African Children Do

Format For the Daily Lesson Plan

A. OBJECTIVES:

Concepts

1. People of other cultures use other languages to count.

2. Though people are from different ethnic groups in Africa, in East Africa the one "common language and a unifying force" is Swahili.

Basic Skills

1. Learn to count in Swahili to ten.

2. Learn that one means one object regardless of the language.

B. IMPLEMENTATION:

Read Muriel Feelings pictures by Tom Feelings Moja Means One Swahili Counting Book. Write on the board:

moja is one
mbili is two
tata is three
nne is four
tano is five
sita is six
saba is seven
nane is eight
tisa is nine
kumi is ten

Make a chart drawing objects of different kinds, e.g. mibi 1
Discussion and Inquiry.

Materials to be used in the day's lesson:

The book Moja Means One by Muriel Feelings, pictures by Tom Feelings, New York, The Dial Press, 1971.

magic markers, chart board, chalk and eraser

A record, "Jambo and Other Call-and-response Songs and Chants," by Ella Jenkins. Folkways Records, 43 West 61st St., New York, NY. It's album number FC7661. This is a delightful record to use when learning to count in Swahili.

Lesson #4 - Pg. 2

C. ACTIVITIES FOR STUDENTS:

learning to count to ten in Swahili.

D. EVALUATION:

1. Did the students get the correct pronunciation ?
2. Do they want to learn a few words in another language?
3. Did the students enjoy the lesson?

LESSON #5 - Story Telling Time in West Africa - Part I

Format For the Daily Lesson Plan

A. OBJECTIVES:

To learn how stories are used with African children to teach kindness, compassion, generosity, etc.

Concepts:

culture, values

Basic Skills

To identify commonalities and differences in how values are taught.

To learning to listen.

B. IMPLEMENTATION:

Arrange the room for story telling as is done in an African village as darkness falls with children sitting on the floor encircling the storyteller.

Warm up:

Question: What is it that pricks the king?
Answer: A needle.

Question: What passes by the palace without paying homage to the King?
Answer: A flood.

Question: What is the tiny creature that dines with the King without being invited?
Answer: A fly.

Materials to be used:

Read story "Tortoise and Parrot", in Sub-Saharan Africa: A Cultural Area. Urbana, Ill.: Social Science Curriculum Study Center, 1967, pp. 115-117.

LESSON #5 - pg. 2

Inquiry and Discussion:

How did the parrot know the tree was going to be cut down?

Do you think the tortoise was wise but not listening?

Can you think of a story we have had that is similar to this?

C. ACTIVITIES FOR STUDENTS:

Model tortoise and parrot out of clay.

D. EVALUATION:

Did you like this story? Why?

Would you like to have more? Why?

STORYTIME IN NIGERIA*

Twilight is story time in Nigeria and in most other parts of Africa, too. After the sun has set darkness comes in a few minutes, but in those last rays of daylight the village children gather round the feet of the Storyteller, begging him for a story. Most of the children are tired after a day spent in the open air. Some may have been helping their fathers in the fields, or their mothers in the markets. Some may have been helping to draw water from the well or river, while the smallest ones have been playing outside the doors of their family houses.

But they all want a story before bedtime, and they take their places on mats on the floor while the Storyteller sits on his stool in the middle. He makes them work a little before he gives them what they want. They always start with a kind of guessing game where he asks the questions about stories he has already told them.

"Alo O," he says, meaning "Get ready. It's coming."

"Alo O," the children reply all together.

This chanting backwards and forwards goes on for several minutes, then the Storyteller fires his questions. Any child who knows the answer gives it. The game goes like this:

Question: What is it thatpricks the King?
Answer: A needle.

Question: What passes by the palace without paying homage to the King?
Answer: A flood.

Question: What is the tiny creature that dines with the King without being invited?
Answer: A fly.

When the game is over, the stories begin.

*Akinsemoyin, Kunle. Twilight and the Tortoise. African Readers Library No. 3. (Lagos, Nigeria: African Universities Press Ltd., 1964)

TORTOISE AND THE PARROT

Once upon a time, a long long time ago, there was a parrot named Koru. One morning he went to Tortoise and said:

"I, Koru, I'm a wiser animal than you."

"Is that so? Is that so? replied Tortoise and laughed so loudly that his wife came into the room.

"Anything wrong, dear?"

"No," he laughed.

"It's this joker here," Tortoise replied and went into a fit of laugher which made his wife almost lose her temper.

"What's he done? Tell me ... tell me and we'll all laugh."

But Tortoise could not stop, so Koru, who was quite taken aback said: "I told him I'm a wiser animal than he."

It was now Mrs. Tortoise's turn to laugh. She laughed and laughed and laughed, so much so that even Koru joined them. When the laughing was over, Tortoise asked:

"What made you think so?"

"Ah ha! I'm not telling," replied Koru.

"That's what I knew you'd say," said Mrs. Tortoise, proudly looking at her husband.

"So you've come here to tell me nothing."

"And," added Mrs. Tortoise, "first thing in the morning too. Have you nothing better to do?"

"What do you expect of parrots? They just fly about. Well, my good Koru, fly away and tell this to the cat and see what he'll do to you."

"All right ... I'll show you," replied Koru, puffing himself up.

"More of your empty words," laughed Mrs. Tortoise.

"You see the Iroko tree in the village. It's coming down."

"Koru ... Koru ... the great Koru, tell that to the mouse."

Tortoise and the Parrot - 2

"You now think you can do the impossible," added Mrs. Tortoise.

"Wait and see. Wait and see."

And so saying, Koru flew away.

Now the Iroko tree, Koru knew, was held in great respect by the villagers. Market-women on their way to market stopped to offer something to it in the hope that they would have a good day. Koru watched them that morning.

Early on the following morning he flew into the Iroko tree and settled there. After each woman had made her offering, a voice came from the tree saying:

"Good Luck to you!"

Soon news about this spread and the Elders had a meeting. They decided that the Iroko tree had become evil and that it must be cut down. In no time at all the tree was cut down in the presence of the Elders, and just as it was felled a voice said:

"You can't catch me."

And the parrot, otherwise Koru, flew off, making straight for Tortoise's house. Tortoise was just going out and was being seen off by his wife.

"Who's the wiser animal now? Hah! Hah! Hah! Koru said, without waiting for a reply.

LESSON #6 - Story Telling Time in West Africa - Part II

Format for the Daily Lesson Plan

A. OBJECTIVES:

To learn how stories are used with African children to teach generosity, that is, not to be envious.

Concepts

culture, values

Basic Skills

To identify commonalities and differences in how values are taught.

To learn to listen.

To identify commonalities and differences in value teaching.

B. IMPLEMENTATION:

Arrange room for story telling as is done in an African village as darkness falls.

Warm Up.

Materials to be used

Read story "about envy" in Sub-Saharan Africa: A Cultural Area. Urbana, Ill.: Social Science Curriculum Study Center, 1967, pp. 118-119.

Inquiry and Discussion

Which girl did you like best? Why?

How were they different?

Why do you think the first girl got all the valuable things?

Do you know boys and girls who are like the two girls in this story?

Can you think of a story that is similar to this?

LESSON #6 - pg. 2

C. ACTIVITIES FOR STUDENTS:

Express with a picture what this story reminds you or what it teaches.

D. EVALUATION:

Did the children understand the lesson taught?

Did the children enjoy the lesson?

ABOUT ENVY*

Two women were friends. They lived in the same compound, and each of them had one daughter. One of them told her daughter: "Take a pot and fetch some water."

The girl took a pot and went to the stream. On the way she met a herd of elephants. She passed them and went on. When she got to the stream she filled her pot. Just as she was about to carry it home, the elephants came by and said they wanted to drink.

The girl gave them water with her bowl. Each of them drank, and she filled the bowl again and again and passed it round until it came to the biggest of the elephants. Quite by accident, the big elephant swallowed the bowl.

The girl began to cry. When she got home her mother whipped her, and told her she must go back and get the bowl.

"It is the only one we have," she said.

In the morning, the girl went to the stream and on the way she saw the elephants that had drunk water from the bowl.

"Did you swallow my bowl?" she asked the first elephant.

"No, I did not."

She passed on.

"Did you swallow by bowl?" she asked another.

"I did not ... The elephant that swallowed the bowl is far far behind."

She passed on until she came to the big elephant. "Go into my stomach. Whatever you find there, you may take."

The girl crawled in, and took out many things. When she got home, her mother was very pleased. They divided the precious things into two, and took one part to the woman and her daughter who were neighbours. But the woman refused it, saying her share was too small.

Now, this neighbour said to her own daughter, tomorrow morning, you will go and meet those elephants. You must bring back what the girl brought back.

In the morning her daughter went. The elephants stopped her at the stream and said they wanted to drink water. She gave them water with her bowl, and -- purposely -- let one of the elephants swallow the bowl.

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*Ekwensi, Cyprian. "About Envy" in The Boa Suitor. (London: Thomas Nelson and Sons, Ltd., 1966), pp. 54-56.

About Envy - 2

She went home. She told her mother:

"I have lost my bowl: an elephant swallowed it."

Her mother took out a cane, and made a show of beating her. "You must go and get it! ... You must go back!"

She went. She found the herd of elephants just moving off from the stream. It was not difficult for her to identify the one that had swallowed the bowl.

She began to sing:

"Water that flows so smoothly
Water that flows so smoothly
Okwukwu ntu m'akwu
The elephant that swallowed my gourd
Okwukwu ntu m'akwu
Is staying right behind
Okwukwu ntu m'akwu
While the water flows so smoothly
Okwukwu ntu m'akwu
The water flows so smoothly..."

All the elephants passed by her as she sang. The one that had the bowl inside it said: "Go in, whatever you find, you can take."

The girl was pleased. She was going to get all the things the other girl had got, and she would share her riches only with her mother, and no-one else.

She went in. In a panic, she began hurriedly to pack everything she could collect. And then, the elephant's stomach tightened and shrank, and she died of suffocation. The elephant joined the rest of the herd.

That is why envy is not a good thing.

LESSON #7 - An African Folktale

Format for the Daily Lesson Plan

A. OBJECTIVES:

How values are taught to African children

Concepts

Culture and values

Basic Skills

To appreciate the commonalities, similarities and differences in African and American folktales.

B. IMPLEMENTATION:

Have children watch the film, "Anansi the Spider." Then ask:

1. What kind of fellow was this spider Anansi?
2. Did his sons do what he was asked to do? Why or why not?
3. What happened to Anansi?
4. How does Nyame, the God of creation, solve the problem of which son deserves the prize?

Materials to be used

Joyce Cooper Arkhurst. The Adventures of Spider. Boston: Little, Brown Company, 1964.

Clay to make clay models of the spider.

Film: Anansi the Spider. 11 minutes, color. Available from the African Studies Program, University of Illinois, Urbana, IL 61801. An adventurous tale about how Anansi, the folkhero of Ghana becomes responsible for placing the moon in the sky.

C. ACTIVITIES FOR STUDENTS:

Dramatization.

Painting and/or clay modeling.

D. EVALUATION:

What did we do best?

Did the children enjoy this lesson? Cite evidence.

Did the children understand the lesson taught in this African folktale?

LESSON #8 - Using Ceremonials to Teach Value

Format For the Daily Lesson Plan

A. OBJECTIVES:

Concepts

Culture, diversity and commonalities, ceremonial as a form of art and a means of teaching values of the Benin ethnic group. Also the role of ancestors.

Basic Skills

1. The appreciation of the art of the Benin people.
2. Viewing film to appreciate Benin beauty in color, shape, form, and movement (dance).

B. IMPLEMENTATION:

Provide a setting for the film with discussion before film viewing:

1. When do we have special ceremonials, festivals, holidays.
2. Do you like these holidays, festivals?
3. Do you think all countries have customs, these same festivals?
4. Would you like to see a film on a special ceremony in Africa?
5. Can anyone tell us about the ceremony people go to New Orleans every winter? Why is it held? Why do people go? What do they do?

Materials to be used

Film: Benin Kingship Rituals. 30 minutes, color. Available from African Studies Program, University of Illinois, Urbana, IL 61801.

paper bags, liquid starch, string, rubber bands, kleenex or newspaper, pans, scissors, magic markers, tempera

C. ACTIVITIES FOR STUDENTS:

Discussion of film.

1. What did you see? (List responses on board. Costumes, colors, moods (happiness, anger), rhythms, skills demonstrated, audience response, etc.)

LESSON #8 - pg. 2

2. Who do you think these dancers were?

3. Why do you think they were wearing these costumes (including these masks)?

4. Why are masks worn at the New Orleans Mardi Gras? Teacher will explain meaning of Mardi Gras—original religious significance.)

5. Would you like to take part in a ceremonial with costumes and masks? (Use as base for activity to follow.)

6. Making of the mask.

D. EVALUATION:

1. How did the children respond to the film?

2. Did the children enjoy the film? (evidence)

3. Did the children like making the mask? Was the project a success? Cite specific evidence.

LESSON #9 - Life in an East African City.

A. OBJECTIVES:

Concepts

Culture: How children live in Nairobi, Kenya.

To appreciate commonalities and diversity between African and American cities.

Basic Skills

1. To identify aspects of city life that are found in Africa and the U.S.

2. To observe that Africans live in urban settings as well as rural environments.

3. To locate Nairobi and Kenya on a map of Africa, to notice Nairobi's altitude and climate.

B. IMPLEMENTATION:

Before viewing the film:

1. Tell the class it is going to see a film about two African boys.

2. Ask what they think they will see.

3. How will these boys dress?

4. What will their home be like?

5. What games will they play?

6. How will the father earn his living?

Accept any ideas the pupils suggest. Then ask them to watch carefully to see how accurate their ideas are.

After viewing the film:

1. Ask your pupils if they guessed right about what they would see.

2. How were some ideas they had about Africa changed by seeing the film?

3. What did they see that changed thier ideas? (The point is not who guessed right or wrong, but how evidence should be related to ideas.)

4. Then guide the class into discussions that will help them achieve any objectives (listed earlier) you feel are suited for them.

Materials to be used

Film: Family of the City, 11 minutes, color. African Studies Program, University of Illinois. Two young boys from Nairobi, Kenya explore their city.

Map of Africa.

C. EVALUATION

1. What did the students enjoy most about the film?
2. If time permits, after discussion reshow the film to help correct misunderstanding.

LESSON #10- How the Bozo on the Upper Niger Make Their Living: A Fishing Village

A. OBJECTIVES:

Concepts

Culture: How the Africans living on the Upper Niger River in Mali use the resources of the river to make their living.

Education: How the children learn by observation and participation to eventually become full members in their culture.

Economy: How human wants are satisfied.

Basic Skills

1. To identify the skills demonstrated by the village fishermen, e.g., cooperation - working together to stretch the nets across the river, to make the long boats, to pull in the catch, to mend the nets, to prepare the fish for market down the river.

2. To observe the roles of men, women, children in this fishing village in Mali.

3. To identify commonalities and differences in fishing in Mali and in our area of Arkansas.

4. To locate the Niger River and the Bozo area on a map of Africa and its climatic and vegetation, land form features.

5. To relate the purpose of song to the economic activity of fishing in this Bozo fishing village in Mali.

B. IMPLEMENTATION: (a lesson in inquiry-discussion)

Prior to viewing the film, create the mood for the film by asking the children:

1. Have you gone fishing with your fathers or mothers?

2. Why did you go fishing? What is done with the fish you catch?

3. How do we fish in Arkansas?

4. Where are there good places to fish near Fort Smith?

5. Do you like to go fishing with your fathers? Uncles? Grandfathers? Mothers?

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Now we'll see how fishing is done on a large river in West Africa.

(Teacher will locate Niger River and Mali on wall map.)

There are many things to see, hear as we arrive in this village , so - now to Mali.

Following film viewing, provide time to discuss the film. Questions such as:

1. What did you see the children doing in the film?
2. What were they learning to do? Why, do you think?
3. How was fishing in this village different from the fishing you've seen or done here in Arkansas?
4. Why the difference?
5. Who pulled in the nets? Why, do you think?
6. Who mended the nets? Why, do you think?
7. Who prepared the fish for smoking?
8. Who took fish to market?
9. If you could go to Mali, what would you like most to do?
   - learn to stretch the nets across the river?
   - learn to build the boats?
   - learn to pull in the nets?
   - learn to mend the nets?
   - learn to smoke the fish?
   - learn to pack the fish in baskets to take down river?
   - learn to sell the fish in a market down river?

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Materials to be used

Film: Fishing on the Niger (African Village Series) 18 minutes, #62538, Color, rent $8.50 Visual Aids Center, University of Illinois, Champaign 61820. Shows the fishing procedures and skills developed over time by the Bozo people who live near the Niger River in Mali. Film shows Bozo fishermen throwing their nets across the river, trapping fish in pools and marshes after annual flood waters have receded, and closing off packets of water on the Niger with huge nets to trap the fish. Shows how the Bozo dry fish in the sun, build "pyramids" of alternating layers of crossed branches and fish for smoking. Then the smoked fish are packed in large woven baskets, loaded on the boats and taken down river to be sold in the markets. No narrative.

Map of Africa showing Niger River, Mali, home of the Bozo people.

Scissors, paper, glue for follow up activity, cord - string, sticks (twigs), paper fish, thatch-straw to cover for smoking.

C. ACTIVITIES FOR STUDENTS: (alternatives)

Have the children make a boat.

Have the children weave a net.

Have children make baskets to pack the smoked fish.

Have the children prepare fish (paper) for smoking.

D. EVALUATION:

1. What did the children enjoy most about this lesson?

2. Since the film required looking, listening, thinking, does the teacher have hard evidence that this film with no narration provided good questions, accurate observations, and perceptive understanding of the culture of the Bozo?

3. Reshow the film after students had their discussion following first viewing and after their activity lesson.

4. Follow the reshowing with questions that give children opportunity to correct initial misunderstandings, to add to their understanding of how the people in this ethnic group (Bozo) depend on and use the Niger River to make a living.

LESSON#11 - African Food Preparation in a Traditional Culture

Format For the Daily Lesson Plan

A. OBJECTIVES:

Concepts

Culture - to appreciate commonalities and diversity in African and American foods and food science.

Basic Skills

Preparation of an African dish, fried plantains.

B. IMPLEMENTATION:

Describe the dinner which the African ladies prepared for the participants in the African Studies Program.

1. Have you ever eaten African food?
2. Would you like to eat some African food?
3. Would you like to learn to cook some African dishes?

Teacher will demonstrate preparation of fried plantain, show pictures of plantain and traditional food science. Boys first, girls later.

Materials to be used

Deep fryer, ripe plantains (about 1 for every 2-3 people) a bowl of cold water, draining spoon, salt, cooking oil, paper plate, and the recipe given to me for fried plantains by Phyllis Afriyie-Opoku, who is from Ghana

Fried Plantain
Phyllis Afriyie-Opoku

Ripe Plantain (about 1 for every 2-3 people)
A bowl of cold water
Salt (to taste)
Cooking oil (enough for deep frying)

Peel the plantain; cut into slices. Add the salt to the cold water and wash the plantain in it. Deep fry until golden brown all over. Drain and serve hot with gravy, stew or soup.

Film: Daily Life of the Bozo People (African Village Life Series) 15 minutes, #52537, color, $7.90, 1967. Visual Aids Center, University of Illinois, Champaign 61820. Shows the daily life of the Bozo people who live in Mali near the Niger River. Shows sunrise and the village awakening, the daily activities of the of the women occupied with the preparation of food. Shows the pounding of millet in the mortar, preparation of fire and boiling millet and fish. Meal served with men and boys eating first and women and girls later. Without narration, an excellent film for inquiry-discussion.

C. ACTIVITIES FOR STUDENTS:

1. Watching the preparation of the food.
2. Boys served first, sit on floor in circle, girls eat later with the women.
3. Eating the food. Making bulletin board.

D. EVALUATION:

1. Did the children have fun cooking?
2. Did the children like the African dish?
3. Should I try another African dish?
4. How did children respond to boys (men) served first and girls later as representative of a traditional African family.
5. Do we eat foods similar to the fried plantain? What?
6. Did you boys like being served first?
7. Did you girls like being served last?

LESSON #12 - Learning How to Tie Dye
(Approximately 3 days)

Format For the Daily Lesson Plan

A. OBJECTIVES:

Concepts: Culture

1. The students will begin to develop an appreciation of the traditional tie dyeing of West Africa:

   by enjoying the activity

   by expressing a desire to tie-dye again

   by showing the finished product to others

2. The students will learn to tie-dye one piece of cloth.

3. The students will learn that tie-dyeing is a craft of West Africa.

Basic Skills

1. Learning to work on a project as a group.

2. Learning to share with others.

3. Learning to appreciate tie dyeing as a craft.

B. IMPLEMENTATION:

e.g., inquiry, discussion, problem solving.

1. Show the children some tie-dyed fabric made by the teachers at the African Studies Program.
2. Show slides from "West African Dress "
3. Explain that for the women of Sierra Leone, the dyeing of cloth is an important craft.
4. Have the students try to figure out how to get different patterns and designs by tying knots, folding, tying in various objects, e.g. sticks, marbles, buttons, seeds, bottle caps, and stones.

Materials to be used

1. "Cloth Making in Sierra Leone," available from the African Studies Program, University of Illinois.
2. Clothes lines and clothes pins.
3. Buckets, tubs and basins for dyeing or rinsing.

3. Scissors
4. Twine or rubber bands
5. Various objects, e.g. stones, buttons, bottle caps
6. White cotton cloth
7. A stapler
8. Dye (Rit) 3 packets to four gallons of water
9. A burner or hot plate

C. ACTIVITIES FOR STUDENTS:

Tie dyeing

D. EVALUATION:

We tie-dyed today. Did some of us not leave our material in the light colors long enough? Did others leave their cloth in the dark colors too long?

I found it very helpful for me to have practice in the craft myself.

Have show and tell in other classrooms. Put the finished cloth on display along the wall in the hall. Have a reporter to come make pictures of the finished product.

LESSON #13 - First Grades in Fort Smith Acquire an African Pen Pal

Format For the Daily Lesson Plan

A. OBJECTIVES:

Concepts

Culture - Meeting African children via letter writing, learning about their schools families, clothing, recreation, homes, cities.

Basic Skills

1. Develop letter writing form.
2. Develop spelling form.
3. Develop communication.
4. Develop neatness.
5. Develop sentence structure.
6. Identify commonalities and differences in modern day Africa and USA.

B. IMPLEMENTATION:

Show the picture of Alice Sesay.

1. Do you think she looks like a girl we could see in a first grade class in Fort Smith, Arkansas?
2. Where in Africa do you think she lives?
3. Would you like to have Alice Sesay for a friend?

Tell the children about Alice, where she was born, where she lives when she came to Urbana, Illinois.

Would you like to have Alice for a pen pal?

Materials to be used

a blackboard	pencil	money enough to mail letters
chalk	paper	Alice's address
erasers	a large envelope	picture of the class to enclose in our letters

LESSON #13 - pg. 2

C. EVALUATION:

1. Were the children excited about writing to Alice?
2. Did the pupils use first grade letter writing form?
3. Did the students spell correctly?
4. Did they write neatly?
5. Will Alice answer their letters as a group or will she choose one person to write to?